

1972

Virginia Commonwealth University School of Social Work Bulletin

Virginia Commonwealth University

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Bulletin
Social Work -
School of

LP

**VIRGINIA
COMMONWEALTH
UNIVERSITY
BULLETIN**

**School of
Social Work
1972-1973**



The Board of Visitors, the administration, and the faculty of Virginia Commonwealth University are committed to a policy of equal opportunity in education without regard to race, creed, sex, or national origin.

Cover designed from a painting by Virginia Peebles.

Bulletin

Virginia Commonwealth University

Academic Center

Richmond, Virginia 23220

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CALENDAR 1972-73

AUGUST 1972													
		1	2	3	4	5							
6	7	8	9	10	11	12							
13	14	15	16	17	18	19							
20	21	22	23	24	25	26							
27	28	29	30	31									

August 30, 31, September 1 Orientation and Registration

SEPTEMBER 1972												
		1	2									
3	4	5	6	7	8	9						
10	11	12	13	14	15	16						
17	18	19	20	21	22	23						
24	25	26	27	28	29	30						

September 5 at 8:00 a.m. Classes Begin, Fall Semester

September 7 at 9:00 a.m. Community Study Begins for
First-Year Full-Time Students

September 14 at 9:00 a.m. Field Instruction Begins for
Second-Year Full-Time Students

OCTOBER 1972												
1	2	3	4	5	6	7						
8	9	10	11	12	13	14						
15	16	17	18	19	20	21						
22	23	24	25	26	27	28						
29	30	31										

October 13 at 5:00 p.m. Community Study Ends for First-
Year Full-Time Students

October 19 at 9:00 a.m. Field Instruction Begins for
First-Year Full-Time Students

NOVEMBER 1972													
			1	2	3	4							
5	6	7	8	9	10	11							
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19	20	21	22	23	24	25							
26	27	28	29	30									

November 22 at 1:00 p.m. Thanksgiving Recess Begins

November 27 at 8:00 a.m. Resumption of Classes

November 30 at agency hours Resumption of Field Instruction

DECEMBER 1972												
					1	2						
3	4	5	6	7	8	9						
10	11	12	13	14	15	16						
17	18	19	20	21	22	23						
24	25	26	27	28	29	30						
31												

December 20 Classes End, Fall Semester

December 22 at end of agency day Fall Semester Ends
Christmas Recess Begins

JANUARY 1973												
1	2	3	4	5	6							
7	8	9	10	11	12	13						
14	15	16	17	18	19	20						
21	22	23	24	25	26	27						
28	29	30	31									

January 15 at 8:00 a.m. Classes Begin, Spring Semester

January 16 at agency hours Block Field Instruction Begins
for First-Year Work-Study Students

January 17 at agency hours Field Instruction Begins
for Full-Time Students, Spring Semester

March 9 at end of agency day Spring Recess Begins

March 19 at 8:00 a.m. Resumption of Classes

March 20 at agency hours Resumption of Field Instruction
for First-Year Work-Study Students

March 21 at agency hours Resumption of Field Instruction
for Full-Time Students

May 8 at 6:00 p.m. Classes End, Spring Semester

May 11 at end of agency day Field Instruction Ends for Full-
Time Students, Spring Semester

May 20 Commencement

June 1 at end of agency day Block Field Instruction Ends for
First-Year Work-Study Students

MARCH 1973

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MAY 1973

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20	21	22	23	24	25	26	
27	28	29	30	31			

JUNE 1973

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17	18	19	20	21	22	23	
24	25	26	27	28	29	30	

NOTE: Variations of time and day of field assignment may occur, depending on field agency.

Students may be required to attend special meetings, lectures, institutes, or convocations at times to be announced during the academic year.

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Licensing Supervisor
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Department of Welfare and
Institutions
Richmond

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Assistant Professor
School of Social Work
Virginia Commonwealth University
Richmond

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Mr. Richard Larson, ex officio
Richmond

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Elaine Rothenberg Associate Dean
Edward Carpenter Assistant Dean

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Institute

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B.S., Canisius College; M.S.S., University of Buffalo; Ph.D., Bran-
deis University

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and Assistant Dean
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3rd Year Certificate, University of Pennsylvania

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Institute

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Institute

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and Assistant Director Institutes and Workshops
A.B., Wake Forest University; M.S.W., Tulane University

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and Director of Admissions
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of New York

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THORNTON, THEODORE Adjunct Faculty
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TROPP, EMANUEL Professor
B.S.S., College of the City of New York; M.S.S.W., Columbia University

WALKER, RUBY C. Assistant Professor
B.A., Virginia Union University; M.S.S.W., Richmond Professional Institute

YOUNG, ROBERT E. Assistant Professor
B.A., Pennsylvania State University; M.S.S., Bryn Mawr College; 3rd Year Certificate, University of Pennsylvania; D.S.W., University of Pennsylvania

(Unless otherwise indicated, Instructors are located in Richmond, Virginia.)

Mrs. Charlotte Schrieberg, Director of Field Instruction

Mrs. Hilda Gold, Assistant Director of Field Instruction

Mr. Julian Adkins, McGuire Veterans Administration Hospital

Mrs. Irene Atkins, Peninsula Mental Health Center, Newport News, Virginia

Mrs. Edythe Allen, University of Virginia Hospital, Charlottesville, Virginia

Mr. Glenn Allison, National Assoc. of Social Workers, Washington, D.C.

Mrs. Ruth Baker, Northern Virginia Family Service, Falls Church, Virginia

Mrs. Alice Barber, Powhatan Child Study Center, Powhatan, Virginia

Mr. David Benson, Richmond Community Action Program

Mr. Larry Betts, Family and Children's Service

Dr. Joseph Bevilacqua, Virginia Department of Mental Hygiene

Mrs. Donna Blankley, Veterans Administration Hospital, Hampton, Virginia

Miss Roberta Boam, South County Mental Health Center, Springfield, Virginia

Miss Susan Broadus, University of Virginia Hospital, Charlottesville, Virginia

Miss Beverly Butler, Comprehensive Care for Children and Youth, Charlottesville, Virginia

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Miss Gladys Chandler, Lynchburg Training School and Hospital, Lynchburg, Virginia

Mr. Douglas Chenault, Federal Reformatory, Petersburg, Virginia

Mr. Sidney Clearfield, Grace House

Miss Barbara Cotter, Virginia Department of Welfare and Institutions

Mrs. Charlotte Crawford, Richmond Redevelopment and Housing Authority

Miss Elizabeth Crowling, Catholic Family and Children's Service, Norfolk, Virginia

Mrs. Ruth Dahlke, Children's Home Society of Virginia

Mrs. Willie Dell, Richmond Community Action Program

Mrs. Kate Dervin, Fredericksburg Area Mental Hygiene Clinic, Fredericksburg, Virginia

Mr. Nathan Douthit, Virginia Department of Welfare and Institutions

Mrs. Margaret Fitcher, Richmond Social Service Bureau

Mr. Charles Fleming, Richmond Area Community Council

Mr. MacDonald Franklin, Richmond Public Schools

Father Virgil Funk, Center House

Mrs. Sarah Gedney, University of Virginia Hospital, Charlottesville, Virginia

Mr. William Gimblett, Alexandria Community Mental Health Center, Alexandria, Virginia

Mrs. Hilda Gold, Virginia Commonwealth University—Academic Division, Counseling Center

FIELD INSTRUCTORS 1971-72

Mr. Ray Goodwin, Arlington County Department of Human Resources,
Arlington, Virginia

Mr. Walter Grazer, Richmond Community Action Program

Miss Verna Hankley, Lor-Berg Family Guidance Clinic

Mr. Dale Hanks, Virginia Department of Vocational Rehabilitation

Mr. Russell Harris, South County Mental Health Center, Springfield,
Virginia

Miss Helen Haskins, Social Service Administration, Department of
Human Resources, Washington, D. C.

Mr. Harry Hatter, Veterans Administration Hospital, Salem, Virginia

Mr. Galen Hill, Mental Health Center of Norfolk and Chesapeake,
Norfolk, Virginia

Mrs. Kitty Hill, Child and Family Service, Inc., Norfolk, Virginia

Mrs. Sylvia Hoff, St. Elizabeth's Hospital, Washington, D. C.

Mr. Clayton Hudson, Tidewater Mental Health Clinic, Williamsburg,
Virginia

Miss Ann Hunt, Virginia Commonwealth University—Health Sciences
Division, Department of Psychiatry

Mr. Charles Itzkovitz, Department of Youth Correction

Mr. Wayne Johnston, Virginia Department of Welfare and Institutions

Mr. Lyle Jones, Federal Reformatory, Petersburg, Virginia

Mrs. Mattie Jones, Consultation and Evaluation Clinic

Mr. Virous Jones, Virginia Department of Health Bureau of Alcohol
Studies and Rehabilitation

Mrs. Janice Jordan, University of Virginia Hospital, Charlottesville,
Virginia

Mr. Thomas Keenan, Virginia Department of Welfare and Institutions

Mr. Randolph Kendall, Richmond Urban League

Mr. John King, McGuire Veterans Administration Hospital

Mr. George Kolmer, Veterans Administration Hospital, Salem, Virginia

Mrs. Anne P. Lane, Jewish Family Services

Mr. Clyde Laushey, Reception and Diagnostic Center, Bon Air, Virginia

Miss Esther Lieske, Memorial Guidance Clinic

Mrs. Barbara Lucas, Catholic Family and Children's Service

Mrs. Joan Manley, Virginia Department of Welfare and Institutions

Mrs. Ann Marchino, Peninsula Family Service and Traveler's Aid,
Newport News, Virginia

Mr. M. Miles Matthews, Council On Drug Abuse Control

Miss Phyllis McGhee, McGuire Veterans Administration Hospital

Mr. Kenneth McLaughlin, Fairfax Juvenile and Domestic Relations
Court, Fairfax, Virginia

Mrs. Rhoda Mintzer, Family and Children's Service

Miss Carolyn Murack, Westbrook Psychiatric Hospital

Mrs. Marjorie Nance, Virginia Treatment Center for Children

Mr. Leo Newpol, United Givers Fund

Dr. Margaret Oslund, Model Neighborhoods

Mrs. Barbara Palmer, Eastern State Hospital, Williamsburg, Virginia

Mr. Ramon Pardue, Virginia Department of Welfare and Institutions

Mrs. Clara Parham, Virginia Treatment Center for Children

Mrs. Linda Parker, University of Virginia Hospital, Charlottesville,
Virginia

Mr. Roland Pitts, Capital Area Comprehensive Health Planning Council, Inc., (Model Cities Health Planning)

Mr. Sam Pope, Virginia Department of Welfare and Institutions

Mr. Norman Prince, Norfolk Jewish Community Center, Norfolk, Virginia

Mrs. Myrtle Ragland, Richmond Department of Public Health

Mrs. Frances Raphael, Family and Children's Service

Dr. Donald Reed, Fredericksburg Area Mental Hygiene Clinic, Fredericksburg, Virginia

Mrs. Esther Reilly, Jewish Family Services

Mr. Carl D. Rilee, Virginia Probation and Parole Board

Mr. Ira Robbins, Beth-Sholom Home of Virginia

Mrs. Alethia Robinson, Norfolk Social Service Bureau, Norfolk, Virginia

Mr. William Russell, Peninsula Family Service and Traveler's Aid, Newport News, Virginia

Mr. James Ryan, Friend's Association for Children

Mrs. Alice Schmidt, St. Elizabeth's Hospital, Washington, D. C.

Mrs. Joan Sheldon, Veterans Administration Hospital, Salem, Virginia

Mr. Edward Shingleton, Cherry Hospital, Goldsboro, North Carolina

Mrs. Judith Tashner, University of Virginia Hospital, Charlottesville, Virginia

Mrs. Aldine Taylor, Model Neighborhoods

Mr. Fred Thomas, Richmond Redevelopment and Housing Authority

Mr. Theodore Thornton, Human Relations Commission

Mr. Jerry Turem, Community Services Administration, Washington, D. C. (Office of Manpower Development and Training—Department of HEW)

Mr. John Turner, Bethlehem Center

Mr. Michael Tyner, Big Brothers of Richmond, Inc.

Miss Ann Vogt, Family and Children's Service

Mrs. Sally Wainwright, Family and Children's Service

Mrs. Ruby Walker, Hanover School for Boys, Hanover, Virginia

Mr. Clarence Wall, Central State Hospital, Petersburg, Virginia

Mr. Jerry Walters, Richmond Area Psychiatric Clinic

Miss Martha Watson, Virginia Department of Welfare and Institutions

Mrs. Ann Whitehurst, Veterans Administration Hospital, Hampton, Virginia

Mrs. Shirley Williams, Richmond Public Schools

Mrs. Catherine Williamson, University of Virginia Hospital, Charlottesville, Virginia

Miss Betty Jo Wright, Virginia Department of Health (Medicaid Medical Assistant Program)

Miss Francetta Wright, Mobile Psychiatric Clinic, Bon Air, Virginia

Dr. Robert Young, Grace House

Mr. Richard P. Larson President

Mr. Standley L. Gellineau Vice-President

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**STUDENT
ASSOCIATION
OFFICERS
1971-72**

TOWARD A CAREER IN SOCIAL WORK

Social work offers an opportunity for a personally rewarding professional career to those who care deeply about the well-being of their fellow men. Social workers give direct services to individuals, families, groups, and communities. Opportunities also exist in the supervision and administration of social welfare programs, in research programs, and in the development and planning of welfare services and programs. Qualified social workers are in demand in every area of professional practice.

Social work is usually practiced in social welfare agencies and in social work departments of host settings. Social workers are needed to work with mentally ill, emotionally disturbed, delinquent, mentally retarded, physically ill, handicapped, and economically and socially deprived children and adults. They are sought for service in schools, courts, hospitals, and clinics that seek to detect and prevent delinquency and child neglect.

Community centers, psychiatric and general hospitals, and service centers for the aged also eagerly seek qualified social workers and offer varied career opportunities. Equally challenging opportunities exist in public and private agencies that deal with problems of housing and urban renewal, public health, community mental health, social welfare planning and fund-raising, race relations, and the many other concerns that become especially acute both in the changing neighborhoods of large cities and depressed rural and industrial areas. Social work practice is designed to enrich the quality of life by enabling individuals, groups, and communities to achieve their greatest potential development.

The demand for social workers with professional education is far greater than the supply of such workers. For many years to come, the field will undoubtedly continue to expand. Social work offers financial rewards comparable with those of other professions with similar qualifications.

GENERAL INFORMATION

The School of Social Work was established in 1917 as the Richmond School of Social Work and Public Health, the first unit of Richmond Professional Institute. With the creation of Virginia Commonwealth University in 1968 the school became a unit of the Academic Division of the University. It is the oldest school of its kind in the South and is the only school of social work in Virginia. It was a charter member of the American Association of Schools of Social Work and became a constituent charter member of the Council on Social Work Education when it superseded the Association in July 1952. It is accredited by the Council on Social Work Education.

The city of Richmond provides a unique setting for both social work education and for personal enjoyment. It offers a quiet, historic environment which combines the conveniences of city living in housing, child care, etc., without the more severe problems of noise, pollution, and traffic jams. The area surrounding the school is both historic and artistic, combining restored townhouses, small shops, and apartments.

The population of the Richmond area is approximately 400,000. As a community, Richmond is in a period of exciting industrial and social growth. It is only two hours from Washington, D. C., by turnpike, and many students are able to have field placements with either federal agencies or with national organizations. Students have also taken advantage of the school's location by lobbying and by interviewing government officials for school assignments.

As the capital of Virginia, an abundance of educational opportunities are available in Richmond. The community is large enough for significant professional development and small enough to grasp and understand the interplay of community forces that affect the development and provision of social services. The existence of a large number of social agencies in the area permits students to participate in the delivery of a wide range of social services.

Recreational settings vary from skiing in the nearby mountains (buses leave from Richmond) to swimming at Virginia Beach. Colonial Williamsburg is 50 miles away, and in the opposite direction the Skyline Drive and Blue Ridge Parkway camping areas are open from May to October. Others prefer camping on the Appalachian Trail in sleeping bags or in the free shelters along the trail.

The school is located at 326 North Harrison Street. The University does not have housing for graduate students. Rooms and apartments are available nearby and throughout the city.

Application forms may be secured from the Director of Admissions, School of Social Work, Virginia Commonwealth University, Academic Center, Richmond, Virginia 23220 (Telephone 703 770-6651). Students are admitted only in the fall semester of the academic year. It is to the advantage of applicants to apply as early as possible during the academic year preceding anticipated enrollment.

HISTORY AND LOCATION

ADMISSION

Each applicant for admission must hold a bachelor's degree from a college or university approved by the appropriate regional accrediting body. Neither the content nor the major subject of the undergraduate program is rigidly prescribed. It is desirable, however, for an applicant to have studied some of the following subjects: history, political science, economics, cultural anthropology, sociology, biology, psychology, and English.

The school has particular interest in the recruitment and admission of minority group students. Special recruitment efforts have been developed toward this end.

The minimum academic requirements for eligibility for consideration for admission is the attainment of a 2.7 (B-) grade point average on a 4.0 scale for the last 60 hours of academic work. Exceptions may be made to the foregoing for practitioners who received the baccalaureate degree at least five years previously and who attained a 2.5 grade point average or for students with unusual qualifications.

Within the policies established by the Academic Division of Virginia Commonwealth University, determination of eligibility for admission is made by a school admissions committee which considers scholarship ability, academic background, work experience, if any, and personal qualities that indicate potential to meet the requirements of the social work profession.

Applicants are expected to be planning the completion of all requirements for the full degree program; an exception is made for a selected number of students enrolled in the cooperative program with the Presbyterian School of Christian Education.

The same admission procedures apply to returning or transfer applicants who wish to enter the second-year program. No more than five academic years are permitted to elapse between the completion of the first year and admission into the second year of the program.

It is necessary that international students have sufficient resources available to finance their education.

FEES 1971-72

Each application for admission as a full-time student in the School of Social Work must be accompanied by \$10. This fee is not refundable and is not applicable toward University fees. At the time of notification of admission, the applicant is required to pay a deposit of \$40, signifying intention to enroll and reserving an available field work placement. This fee is applicable toward University fees.

	Non-Virginia Residents	Residents of Va.
A. Full-Time Tuition per Academic Year	\$470	\$670

A Virginia resident is defined as one who has been "domiciled in, and is and has been an actual bona fide resident of Virginia for a period of at least one year prior to the commencement of the term, semester, or quarter for which reduced tuition is sought."

Non-
Virginia residents
Residents of Va.

B. Work-Study Tuition

First Fall Semester Tuition	\$108	\$148
First Spring Semester Tuition	\$235	\$335
Second Fall Semester Tuition	\$162	\$222
Second Spring Semester Tuition	\$108	\$148

It is anticipated that fees will increase for the 1972-73 academic year, dependent on National and State economic policies. Applicants to the School of Social Work will be notified of changes in tuition and other fees when this information becomes available.

C. Institutes, Workshops, and Summer Program Tuition

Tuition for special offerings vary in amounts. These are described in special brochures available on request from the Director of Institutes and Workshops—Continuing Education, School of Social Work, Virginia Commonwealth University, Academic Center, Richmond, Virginia 23220.

D. Other Charges

1. Late registration
Students who register later than the second of the two days officially scheduled for registration will be charged a late registration of \$10.
2. Diploma fee
Candidates for the degree of Master of Social Work are charged a diploma fee of \$16 payable at the time application for the degree is made.

A full-time or part-time student who withdraws in good standing shall be entitled to a refund of a portion of his tuition as follows: A refund of 80 percent upon withdrawal before the end of the first week of the term (seven consecutive days from the first day of classes) and a decrease of 20 percent each week thereafter up to and including the fourth calendar week.

NO AMOUNT WILL BE REFUNDED FOR WITHDRAWAL AFTER THE FOURTH CONSECUTIVE CALENDAR WEEK OF THE TERM.

The Student Association is the organization of the students enrolled in the school, established for the purposes of facilitating com-

REFUNDS
AND
REBATES

STUDENT
ASSOCIATION

munication among students and between the student body and the school. It provides the means through which student concerns and ideas can be formulated and acted upon, and of enabling students to conduct a variety of social and other activities throughout the year.

This organization plays a vital role in the educational process. Student contributions to the governance and curriculum of the school are of value to both the institution and the student. Participation in the decision making process is accomplished through student representation on committees. The faculty and the students work closely together throughout the year to meet the needs of graduate social work education.

Students participate as full members of many committees within the school.

BLACK STUDENT ASSOCIATION

The Black Student Association is established to create and maintain an atmosphere of unity and brotherhood among black students at the School of Social Work. It serves to assist the student in their personal and professional growth and development. Membership in this organization helps the student to develop a keen awareness of the acute needs of the black community and the active role that must be assumed by the dedicated black professional social worker in promoting the general welfare of black citizens. The organization utilizes the educational process and related experiences of the student at the school and in field work in attaining these goals. Students are encouraged to participate in all phases of the academic environment. Black students are expected to maintain membership in and are members of the Student Association of the school.

SCHOLARSHIPS AND TRAINEESHIPS

National agencies and organizations such as Family Service Association of America, Child Welfare League, American Red Cross, National Jewish Welfare Board, National Urban League, and others award scholarships and fellowships to qualified applicants who wish to prepare for careers in social work. These awards are listed in the publication "Social Work Fellowships and Scholarships in the United States and Canada," which may be examined at the school's admission office, in most libraries, and in many social agencies. A copy can be secured from the publisher, The Council on Social Work Education, 345 East 46th Street, New York, New York 10017.

States through their departments of public welfare, mental health, corrections, rehabilitation, and others may have programs to assist people in securing professional education. They may be consulted locally.

Certain local agencies offer financial assistance to social work students. Some are available to students assigned for field instruction and may require employment commitments. The school will give help to prospective students in locating such assistance.

The school also administers and awards federal and University scholarships for qualified students. Since scholarship funds available through the School of Social Work are limited, applicants are urged to seek ways to finance their own education; however, no prospective student should refrain from applying because of financial reasons alone.

For further information about scholarships and traineeships, write to Chairman, Scholarship Committee, School of Social Work, Virginia Commonwealth University, Academic Center, Richmond, Virginia 23220.

The social work collection is located in the University's James Branch Cabell Library at 901 Park Avenue. The library contains a study lounge, reading room, study carrels, typing rooms, a periodicals reading room, a room for micro-film reading equipment, a rare book room, and the latest in modern facilities.

Inter-Library Loan service is available for materials not available on the campus.

Library Hours:

Monday-Thursday	7:30 a.m.-10:00 p.m.
Friday	7:30 a.m.- 6:00 p.m.
Saturday	9:00 a.m.- 6:00 p.m.
Sunday	2:00 p.m.-10:00 p.m.

The school offers a two-year graduate professional curriculum for social work, leading to the degree of Master of Social Work. The program prepares students for practice in many different kinds of agencies; concentrations are available in social work administration, community organization-social planning, social casework, and social group work. Students elect a concentration before beginning the program; under certain circumstances change in a concentration is possible during the first year.

The overall objectives of the program are to enable students to become social workers with ability (1) to meet the needs of clients in a way that fosters maximum social functioning and self-actualization, (2) to participate in promoting the kind of society that fosters such self-realization, and (3) to examine critically social work practice and the provision of social services with dedication to the people and purposes that social workers serve.

The school is committed to the education of social workers who have a reliable beginning skill in one of the methods of social work practice, with knowledge about other methods. At the same time, the graduate is expected to have knowledge of and commitment to the development of sound social policy.

LIBRARY

EDUCATIONAL PROGRAM

Social work education at this school is highly individualized and is characterized by a close connection between faculty and student. The faculty helps the student learn the form and method of social work practice as he is encouraged to discover his own unique style of helping.

The combination of classroom courses, community study, and concurrent field work experiences facilitates integration of knowledge, attitudes, and skills necessary for professional practice. The integrated class and field curriculum offers opportunities for students to acquire a substantial knowledge base in (1) methods of social work practice, (2) the patterns of individual, group, and community behavior as they interact with each other and the social milieu, (3) the development, organization, and operation of social welfare programs and policies, and (4) the methods of scientific inquiry in social work. In addition to the basic required program, students have the opportunity to elect courses reflective of their areas of interest and career goals. A field practicum required during the four semesters of graduate education is delayed for six weeks in the first semester to enable students to participate in a community study course which provides an orientation to the client population and serves to enhance informed, humanistic perceptions of the client group.

A student who receives a grade of C or below in more than 20 percent of his courses will be dropped automatically from a degree program. Students must continually show acceptable professional behavior to be retained in the graduate program.

Acceptance into the second year and to formal candidacy for the degree of Master of Social Work is contingent upon attainment of a 3.0 (B) average in the first year, demonstrated ability to form interpersonal relationships required for social work practice, and the recommendation of the faculty.

A minimum of one year of full-time study, a minimum grade point average of 3.0 (B) on a 4.0 scale over the entire period of study, a total of 60 credits, demonstrated ability in social work practice, and the recommendation of the faculty are required for graduation with a Master of Social Work degree.

ADMINISTRATION CONCENTRATION

The administration concentration is focused upon the preparation of students for the assumption of responsibilities as social service agency administrators or sub-administrators in either the public or private field.

The philosophy underlying the administration concentration is related to the need to bring together the organizational and humanistic elements of the social work profession in terms of the total social service agency system. The specific focus is on the social work administrator as the professional leader of professionals and para-

professionals in an organizational framework that combines a unique set of values with a position of great sensitivity and accountability to the community.

The development of student knowledge, attitude, and skills in this concentration is accomplished by approaching the subject matter in terms of the theory of organization and administration with an immediate and continuing application of the theory to practice on the basis of the field work placement. The general direction of the concentration is one of increasing specificity over the two-year program. The emphasis is on the organizational problems that confront administrators in relation to professional mandates and business principles involved in meeting the overall social work professional imperative, i.e., the efficient use of social service organization and personnel in the resolution of social problems at the individual or community level.

Community work as a method in social work deals with two kinds of activities by the practitioner. One activity (interactional) emphasizes helping groups of citizens to organize their resources in order to secure for themselves and the community at large programs and services that are needed for self fulfillment and community enrichment. Interactional activity emphasizes the community organization aspect of community work.

The second kind of activity (analytical) emphasizes problem-solving skill in the sense of creating, initiating, and maintaining community institutions and services that can effectively provide for the social environmental needs of the public being served. Analytical activity emphasizes the social planning aspect of community work.

Community organization-social planning is currently practiced by social workers in a great variety of settings, from community development and social action in the urban ghetto to social planning (public and private) by various community decision organizations at the community, state, and national levels. The community organization-social planning sequence focuses on comprehensive training for a variety of career possibilities.

The community organization-social planning sequence includes the study of the various organizations that make up the social welfare system, methods of organizing people to achieve community objectives, conflict and consensus strategies, the distribution of power in the community, social planning processes, and the varying roles of the community worker.

Casework is a method of social work practice which can be used in enabling the client to enhance responsible social functioning and move toward maximum self-actualization. Casework contributes to individual and family development, prevention of social impairment,

COMMUNITY ORGANIZATION- SOCIAL PLANNING CONCENTRATION

SOCIAL CASEWORK CONCENTRATION

restoration of effective social functioning, and realization of potential for responsible and satisfying social living.

In the casework concentration, the curriculum centers on the knowledge, attitudes, and skills necessary to help individuals and families. These include methods of clarification of the client's problems and the agency's services, creation and use of a purposeful relationship, mutual assessment of the client in his situation, mutual goal setting, and other methods of helping that contribute to the client's ability to achieve his own and society's purposes.

SOCIAL GROUP WORK CONCENTRATION

Social group work is a method of social work practice that aims to help people to help each other in the enhancement of their social functioning and achievement of self-actualization through the use of group experience and to help groups to function effectively and responsibly in the fulfillment of these purposes. The group work method is used today in the entire range of social welfare services, including those that help restore effective social functioning, prevent social impairment; and develop optimum individual potential in social relations.

In the social group work concentration, the curriculum covers the study of the various aspects of group life, including the purposes, forms, and content of group experiences; the meanings of those experiences for the group as a whole and for the individual members; and the group worker's conscious use of self in facilitating the process of group and individual development.

WORK-STUDY PROGRAM

A work-study program, a three-year program with the same criteria for admission as the full-time program, is available for employed social workers who cannot spend two years as full-time students. This program permits the student to earn the credits for his first year of professional education over a two-year time period. During these two years, he will attend classes one day a week and can continue working in his agency the other four days, except for one period during the first year in the spring semester, (February-June) when he will be in block field instruction.

This field instruction may take place within the student's agency of employment if the school determines that appropriate education controls are present. Credits for the second year of professional education must be earned in full-time study with a concurrent field placement in a different agency. Further information about this program may be obtained from the Director of Admissions, School of Social Work, Virginia Commonwealth University, Academic Center, Richmond, Virginia 23220.

MASTER OF SOCIAL WORK DEGREE PROGRAM*

A. Full-Time Program 1972-73

First Year—Fall Semester	Credits
Methods Courses I—Community Organization I (SW621) or Social Casework I (SW601) or Social Group Work I (SW611) or Administration I (SW631)	2
Generic Base and Use of Social Work Methods (SW696) or a second Methods Course**	2
Human Behavior and the Social Environment I (SW651).....	2
Social Welfare Policies and Services I (SW661)	2
Research I (SW641) or The Black Experience (SW655) (These are both required courses, one to be taken in the fall, the other in the spring of the first year.)	2
Community Study (SW676)—Six weeks—two full days a week	2
Field Instruction I (SW671)—Nine weeks—two full days a week	4
Total	16

First Year—Spring Semester

Methods Courses II—Community Organization II (SW622) or Social Casework II (SW602) or Social Group II (SW612) or Administration II (SW632)	2
Human Behavior and the Social Environment II (SW652)...	2
Social Welfare Policies and Services II (SW662)	2
Research I (SW641) or The Black Experience (SW655)	2
Field Instruction II (SW672) Sixteen weeks—three days a week	6
Total	14

Second Year—Fall Semester

	Credits
Methods Courses III—Community Organization III (SW623) or Social Casework (SW603) or (SW604) or (SW605) or	

*Curriculum requirements are subject to change.

**Administration I (SW631) is a required course for students concentrating in casework, group work, and community organization-social planning. It may be taken in either the first year fall semester or the second year spring semester.

(SW606) or (SW607) or Social Group Work III (SW613) or Social Agency Administration III (SW633)	2
Human Behavior and the Social Environment (SW653) or (SW656) or (SW657) or (SW658) or (SW659)	2
Social Welfare Policies and Services (SW663) or (SW665) or (SW666) or (SW667) or (SW668) or (SW669)	2
Research Practicum (SW703)	5
Field Instruction III (SW673)—Fourteen weeks—two days a week	5
Total	16

Second Year—Spring Semester

Four electives (Chosen from all courses offered. Other graduate courses in the University may also be elected.)***	8
Field Instruction IV (SW674)—Sixteen weeks—three days a week	6
Total	14

B. Work-Study Program

First Fall Semester	Credits
Methods I	2
Human Behavior and the Social Environment I	2
First Spring Semester	
Methods II	2
Human Behavior and the Social Environment II	2
Block Field Instruction	12
Second Fall Semester	
Generic Base of Social Work or second Method	2
Social Welfare Policies and Services I	2
Research or The Black Experience	2
Second Spring Semester	
Social Welfare Policies and Services II	2
Research or The Black Experience	2
Total	30

***If Administration I (SW631) has not been taken earlier it must be taken now.

COURSES IN SOCIAL WORK*

- 601. Social Casework I.** Two credits. Dell, Foley, Montague, Ostrow, Rothenberg, Young.

Introduction to use of social casework method; use of interviewing; establishing and using the helping relationship; the nature of process in casework practice; methods of problem solving; the meaning of offering and using social casework help in the context of a reality focus and humanistic psychology; referrals, transfers, and termination.

- 602. Social Casework II.** Two credits. Foley, Montague, Ostrow, Rothenberg, Young.

Prerequisite: 601 or permission of instructor. Social casework as a method of helping; differential use of method as related to problems of poverty, family, youth, health, and aging.

- 603. Social Casework III.** Two credits. Foley, Rothenberg, Schreiber, Young.

Prerequisite: 601, 602, or permission of instructor. Practice implications of various casework approaches; methods of family casework; crisis intervention; diagnostic theory; functional theory; problem solving theory; behavior modification theory; existential theory. Advantages and disadvantages of various theoretical models.

- 604. Advanced Casework: Helping Techniques and Skills.** Two credits. Ostrow.

Prerequisite: 601, 602, or permission of instructor. Advanced casework methodology and the use of specialized treatment approaches. Assessment of factors affecting interpersonal relationships and social functioning. Role of the caseworker in collaboration with other disciplines.

- 605. Casework with Inner City Clients.** Two credits. Young.

Prerequisite: 601, 602, or permission of instructor. Advanced casework methodology useful for meeting changing needs of inner city clients. Further development of casework knowledge, values, and

*Courses may not be offered every year and are subject to change.

skills for practice in urban areas. Use of variety of changing resources and innovative approaches.

606. Casework in Medical Settings. Two credits. J. Jones.

Prerequisite: 601, 602, or permission of instructor. Essential elements of casework practice in the health field. Role of the caseworker in the context of multi-discipline practice. Key concepts of health and illness and problems and conditions that center on the psycho-social aspects of health needs. Advanced knowledge of and skill in application of the casework method in medical settings.

607. Advanced Casework: Planning and Intervention. Two credits. Schreiber.

Prerequisite: 601, 602, or permission of instructor. Decision-making in case planning and the development of interventive strategies. Examination of advanced methodology for comprehensive service. Differential use of the professional caseworker, volunteer, agency trained personnel, and paraprofessionals. Consideration of problems in communication, motivation, and integration of other helpers in provision of services.

611. Social Group Work I. Two credits. Itzkovitz, Tropp.

Introduction to the objectives and principles of social group work practice. Various aspects of group life, including the purposes, forms, and content of group experiences; the meanings of these experiences for the group as a whole and for the individual members; the group worker's conscious use of self in facilitating the process of group and individual development.

612. Social Group Work II. Two credits. Clearfield, Itzkovitz.

Prerequisite: 611 or permission of instructor. The group's operational patterns and processes; the worker's role in enabling the group to achieve its purposes, including analysis of the processes of group formation, group goal-achieving, group relations, group development, and group termination. A supplementary hour weekly on the uses of various program media for group work objectives. Recorded material from student's field experience used in class.

613. Social Group Work III. Two credits. Tropp.

Prerequisite: 612 or permission of instructor. Relation of the individual member to the group as a whole, to other members, and to the worker; the role of the worker in helping individuals use these relations in ways that meet development needs or special problems in social functioning. Additional program media, such as role play, socio-drama, and discussion methods. Recorded material from student's field experience used in class.

614. Social Group Work IV. Two credits. Tropp.

Prerequisite: 613 or permission of instructor. The practice of group work in selected settings, such as psychiatric, corrections, public welfare, community action, etc. Relation of group work to other group disciplines such as group psychotherapy and encounter groups. The supervisory process in group work, dealing with both individual and group supervision and the use of the group worker as a consultant.

615. Social Work Practice with Groups. Two credits. Tropp.

Prerequisite: 611 or permission of instructor. An advanced course for non-group work students to deepen the understanding of various group approaches, with special emphasis on the group counseling method. Use of group methods in a variety of fields of practice. Examination of some current issues in practice.

621. Community Organization-Social Planning. Two credits. Keenan, Scotch.

Community organization as a social work method. Development of community organization-social planning, the community as social environment, theories of community organization, the community power structure, community organization in the neighborhood, social planning agencies in the social welfare system, community organization in the direct service agency, and strategies for social change.

622. Community Organization in the Neighborhood. Two credits. Harris.

Prerequisite: 621 or permission of instructor. Knowledge and skills in community development; the interactional role of the neighborhood worker. Helping people to articulate viable issues and programs for neighborhood action, involvement of local residents in formation and development of neighborhood organizations, organizational strategies for organizational maintenance and goal achievement development of local leadership, ethnicity, and class.

623. Social Planning. Two credits. Scotch.

Prerequisite: 621 or permission of instructor. Social planning by community decision-making organizations (welfare councils, federal, state, and city planning agencies); methods of planning, selection of goals, decision-making, interorganizational strategies, the operations of community councils and funds, planning problems in developing specialized services.

624. Social Planning—Independent Study. Two credits. Scotch.

Prerequisite: 621 or permission of instructor. Independent study of a substantive area of social welfare interest. Application of social planning methods, incorporating research and social policy insights, based on individual selection of area of interest.

625. Methods of Social Action. Two credits. Segal.

Social action processes currently employed by groups and individuals seeking change. Analysis of elements that influence social action, viz: the kind of organization seeking change—its membership, its organizational goals, and its resources; the kind of issue at stake, e.g. distribution, quality, and availability of social welfare services; the target or goal of change, e.g. welfare service systems, legislative bodies, courts, etc., and the choice of method used to bring about changes, e.g. political influence, public pressure, legal intervention, education.

631. Introduction to the Theory of Organization and Institutions in Social Welfare. Two credits. Carpenter, Pearman.

Basic organization theory related to social welfare administration. This includes: (1) understanding of organization concepts; (2) development of theoretical structure; (3) linking theory to practice in field experience.

632. Analyses of Social Welfare Organization and Institutions. Two credits. Carpenter.

Prerequisite: 631 or permission of instructor. Organization process as it protects and perpetuates value system, i.e., institutionalization. This includes (1) review of theory; (2) development of comparisons on basis of differences and similarities, non-profit vs profit oriented organizations; (3) relating knowledge acquired to organization framework of field experience.

633. Social Agency Administration. Two credits. Foley.

Social agency administration in a variety of settings. This includes: (1) agency program planning; (2) intra and inter-agency relations; (3) agency relation to general community; (4) process of organizing, staffing, and administering program and personnel in social service delivery systems.

634. Administration: Continuity and Change in Social Service Organization. Two credits. Staff.

Organizational conditions, structures, and processes involved in change. This includes: (1) examination and assessment of concepts of change and factors involved; (2) study of change in relation to organization mandates, problems, and constraints; (3) development of criteria for organizational change in relation to social services agencies.

636. Supervision and Staff Development. Two credits. Barber, Gold.

Task components and responsibilities in supervision of the social worker; role of the supervisor; methods of supervision; task components of staff development; models of staff development; knowledge and tools necessary for supervision and staff development.

- 641. Concepts and Methods of Social Work Research.** Two credits.
Clearfield, Foster, Pearman, Schubert.

Introduction to the research process, problem formulation, design, techniques of data collection, scaling, tabular presentation, analysis of data; implications for social work.

- 651. Human Behavior and the Social Environment I.** Two credits.
Harris, Jones, Lane, Montague, Schreiber.

Nature of human growth and development; emphasis on individuation and group membership, quest for identity, origins of the self, experiences of anxiety, guilt and shame, emergence of the whole person, and development of self-awareness as central to practice.

- 652. Human Behavior and the Social Environment II.** Two credits.
Harris, Jones, Lane, Montague, Schreiber.

Prerequisite: 651 or permission of the instructor. Continuation of 651. Further exploration of life themes. Nature of choice, commitment and responsibility. Emphasis on the actualization of human potential. The nature of life experiences; the interdependence of self and others. Continued emphasis on the development of self-awareness.

- 653. Human Behavior and the Social Environment.** Two credits.
Harris, Lane, Segal.

Prerequisite: 652 or permission of instructor. Exploration of major personality systems related to social work practice. Study of such major figures as Freud, Adler, Rank. Evaluation of ego psychology, research from the behavioral sciences, learning theory and behavior modification, humanistic and existential approaches. Emphasis on integration by student of concepts and theoretical propositions into an integrated approach to practice.

- 655. The Black Experience.** Two credits. Battle, Dell, Franklin, Harris, Thornton, Walker.

Survival techniques and strategies employed by blacks, strengths in individual and community behavior, individual and societal attitudes, implications for service delivery system, role of social worker.

- 656. Emotional Disorders and Social Deviance.** Two credits. Lane, Segal.

Prerequisite: 651, 652, or permission of instructor. Emergence of dysfunctional behaviors in the individual, in families, and in the community. Contributions social workers can make to the resolution of these difficulties. Research reviewed in relation to disordered behavior.

- 657. Physical Illness and Handicaps.** Two credits. J. Jones.

Prerequisite: 651, 652, or permission of instructor. Social factors in the etiology and consequences of physical illness and handicaps. Se-

lected illnesses and disabilities at different life stages. Chronicity and social functioning. Psychosomatic concepts.

658. Alcoholism and Drug Addiction. Two credits. V. Jones.

Prerequisite: 651, 652, or permission of instructor. Professional issues in social work practice with clients with addictive problems. Theories of causation, symptomology, personality traits, treatment, and prevention. Crucial points for optimal intervention. Role of the social worker in the treatment team.

659. Human Sexual Behavior. Two credits. Lane, Segal.

Development of gender identity, the social and cultural programming of maleness and femaleness, varieties of sexual behaviors, changing views of sexual identity, sexuality as embedded in life style, the sexual "revolution," implications for social work.

661. Policy and Services in the Structure and Organization of Social Welfare Systems I. Two credits. Dahlke, Russell, Schrieberg.

Development of a conceptual model for policy and systems analysis, specific policies and services in institutional contexts, relating class and field by written projects, study of policy innovation and change, use of ecological and system principles in the study of problems relevant to social work, to social welfare policy formation, and to service delivery program.

662. Development of Social Welfare Policies and Institutions II. Two credits. Dahlke, Russell, Schrieberg.

Prerequisite: 661 or permission of instructor. Analysis of ideologies in historic policy formation and welfare institutions, conditions of social unrest and social protest relative to welfare policies, social change and social welfare institutions, assessment of welfare policies past and present, study of outstanding contributions to social work and to social welfare, contemporary social welfare institutions, projections into the future.

663. Current Problems and Policy Formation. Two credits. Dahlke, Foster, Pearman, Schrieberg.

Prerequisite: 662 or permission of instructor. Analysis of contemporary problems in terms of values, public controversies around current issues, legal issues concerning policies, programs, and their implementation, policy formation through law and politics.

665. Social Welfare Issues in Poverty. Two credits. Schrieberg.

Prerequisite: 661, 662, or permission of instructor. Methodologies for measuring poverty. Critical analysis of current conceptualizations of poverty. Criteria for assessing poverty programs. Review and evaluation of legislation and current proposals dealing with poverty.

666. Policies and Social Work in Intergroup Relations. Two credits.
Dahlke.

Prerequisite: 661, 662, or permission of instructor. Social conflicts and their resolutions. Role of the social worker in intergroup conflicts and relations. Analysis of intergroup relations. Development of attitudes and values in social conflict. Study of relationship between policy formation, social stratification, conflict groups, and confrontations. Issues of control and order.

667. Current Issues in Child Welfare. Two credits. Foster.

Prerequisite: 661, 662, or permission of instructor. Changing needs and trends in child welfare. Analysis of child welfare policies and institutional services. Development of a conceptual framework within which to understand issues, problems, and policies in child welfare. Historic continuities in child welfare problems and policies.

668. Political Process and Social Welfare. Two credits. Keenan.

Prerequisite: 661, 662, or permission of instructor. Role of the social worker in political and legislative activity in the creation of social welfare policies. Policy formation, strategies, and tactics in the political process. Methods of influencing political processes, the politician, and the legislator.

669. Current Issues in Social Legislation and Services. Two credits.
Foster.

Existing and proposed legislation and service delivery systems analyzed in relation to professional issues. The development of criteria for testing the adequacy of service delivery systems.

Field Instruction

671. Field Instruction I. 4 credits

672. Field Instruction II. 6 credits

673. Field Instruction III. 5 credits

674. Field Instruction IV. 6 credits

675 and 677. Block Field Instruction
(For first year work-study students.) 12 credits

Field instruction enables the student, through being an accountable representative of a social agency, to learn the knowledge, attitudes, and skills necessary for responsible professional practice. Educational focus is on the active use of what the student is learning in all content areas of the curriculum, the acquisition of knowledge and understanding growing from field experiences, and the examination of differences and agreements between what the student is learning in the classroom and what he experiences in the field.

Integration of class and field learnings is reinforced by faculty advisors' consultation with field instructors and students.

676. Community Study. Two credits. Dell, Franklin, Harris, Itzkovitz, Keenan, Segal, Young.

Methods of community study, operations of local social welfare services, methods of service delivery, social, physical, and cultural factors in the neighborhood, the neighborhood as part of a total community system, as introduction to effective social work practice. Emphasis will be on the gathering and interpreting of data about a community and the implications of this knowledge for social work practice.

682. Social Work Practice in Mental Health and Psychiatric Settings. Two credits. Bevilacqua.

The relationships of mental health to basic social service systems—both public and private, the dilemma of treatment modalities; the integration of mental health planning into other health and welfare planning programs; community models of mental health; mental health manpower; the role of the social worker.

683. Social Work Practice in Corrections. Two credits. Itzkovitz.

Issues involved in the practice of social work in correctional settings, social and cultural factors relative to crime and delinquency. Purposes, functions, and structures of correctional services, the agencies of the correctional system, and the relationship of the parts of the system to each other, including the relation of social work to other disciplines in corrections. Public policies in corrections, new and innovative correctional programs.

691, 692, 693, 694. Independent Study. *Two credits. Staff.

The student will be required to submit a proposal for investigating some area or problem in social work not ordinarily included in the regular social work curriculum. The results of the student's study will be presented in a report. Open with faculty approval.

695. Authenticity Training. Two credits. Dahlke, Dell, Tropp.

Laboratory experience designed to enable social work students to learn from participation in a guided group experience how such an experience will contribute to the enhancement of the social functioning of those they serve. Through a combination of the experience component, regular on-the-spot oral analysis, written analysis, and assigned readings, students will have opportunity to learn how individuals in groups can be helped to see themselves as others see them, can be freed to engage authentically with others, and can discover the gains from mutual caring in groups.

*A student may take a maximum of four independent study courses during his educational program.

696. The Generic Base and Use of Social Work Methods. Two credits.
Bevilacqua, Lodge.

Knowledge about casework, group work, community organization, administration, and research methods in social work practice. Similarities and differences in the use of all methods of social work. Analysis of written materials, assigned readings, and investigation of differential use of social work methods.

703. Research Practicum. Five credits. Clearfield, Foster, Pearman, Russell, Schubert, Scotch.

Prerequisite: 641 or permission of instructor. Research in problems relevant to social work, with production of a practicum report in partial fulfillment of the requirements for the degree of Master of Social Work.

AFFILIATED FIELD AGENCIES 1971-72

Alexandria Community Mental Health Center, Alexandria, Virginia

Dr. Sidney Shankman, Director

Dr. Judith Krasnow, Director, Student Training and Staff Development

Arlington County Department of Human Resources, Arlington, Virginia

Dr. Helen Hackman, Director

Mr. Ray Goodwin, Chief, Social Service Division

Beth Sholom Home of Virginia, Richmond, Virginia

Mr. Ira Robbins, Executive Director

Bethlehem Center, Richmond, Virginia

Mr. John Turner, Executive Director

Big Brothers of Richmond, Inc., Richmond, Virginia

Mr. Michael J. Tyner, Executive Director

Bon Air School for Girls, Bon Air, Virginia

Mrs. Ann Houston, Superintendent

Capital Area Comprehensive Health Planning Council, Inc., Richmond,
Virginia (Model Cities Health Planning)

Mr. Fred Overstreet, Executive Director

Catholic Family and Children's Service, Norfolk, Virginia

Rev. Thomas J. Cassidy, Executive Director

Catholic Family and Children's Service, Richmond, Virginia

Miss Helen Schwartz, Executive Director

Center House, Richmond, Virginia

Father Virgil Funk, Director

Central State Hospital, Petersburg, Virginia

Dr. Leo Kirven, Jr., Superintendent

Mr. Clarence Wall, Director of Social Service

Cherry Hospital, Goldsboro, North Carolina

Dr. Ladislav Peter, Acting Superintendent

Child and Family Service, Inc., Norfolk, Virginia

Mr. Earl D. Morris, Executive Director

Mrs. Marjorie Bottimore, Director of Professional Services

Children's Home Society of Virginia, Richmond, Virginia

Mr. Philip D. Holzman, Executive Director

Community Services Administration, Washington, D. C.
Office of Manpower Development and Training
Department of Health, Education, and Welfare
Mr. Frank S. Caracciolo, Assistant Administrator

Comprehensive Care for Children and Youth, Charlottesville, Virginia
(Under the Auspices of the University of Virginia Hospital)

Dr. William Thurman, Chairman
Miss Beverly Butler, Chief Social Worker

Consultation and Evaluation Clinic, Richmond, Virginia
Dr. William M. Bruch, Director
Mrs. Mattie Jones, Social Work Consultant

Council On Drug Abuse Control, Richmond, Virginia
(Richmond Regional Planning District Commission)
Mr. Edward Councill III, Director
Mr. M. Miles Matthews, Director, CODAC

Eastern State Hospital, Williamsburg, Virginia
Dr. Howard Ashbury, Superintendent
Mr. Charles Nimmo, Jr., Director, Social Service Department

Fairfax Juvenile and Domestic Relations Court, Fairfax, Virginia
Mr. Vincent Picciano, Director of Court Services

Family and Children's Service, Richmond, Virginia
Mr. Larry Betts, Executive Director

Federal Reformatory, Petersburg, Virginia
Mr. Marvin R. Hogan, Warden
Mr. Robert F. Thompson, Chief of Classification and Parole

Fredericksburg Area Mental Hygiene Clinic, Fredericksburg, Virginia
Dr. Donald L. Reed, Director
Miss Sue French, Acting Chief Psychiatric Social Worker

Friend's Association for Children, Richmond, Virginia
Mr. John Purnell, Executive Director

Grace House, Richmond, Virginia
Mrs. Mary (Peg) Spangenthal, Director

Hanover School for Boys, Hanover, Virginia
Mr. Fred Jordan, Superintendent

Human Relations Commission, Richmond, Virginia
Mr. Theodore Thornton, Director

Jewish Family Services, Richmond, Virginia
Mrs. Anne P. Lane, Executive Director

Lor-Berg Family Guidance Clinic, Richmond, Virginia
Dr. William Lordi, Executive Director
Miss Beverly Cookè, Chief Social Worker

Lynchburg Training School and Hospital, Lynchburg, Virginia
 Dr. Benedict Nagler, Superintendent
 Mrs. Helen Fulcher, Chief Psychiatric Social Worker

Memorial Guidance Clinic, Richmond, Virginia
 Dr. Joan Meiller, Director
 Miss Esther Lieske, Psychiatric Social Worker

Mental Health Center of Norfolk and Chesapeake, Norfolk, Virginia
 Dr. Deitrich Heyder, Director
 Mr. Galen Hill, Chief Psychiatric Social Worker

Mobile Psychiatric Clinic, Bon Air, Virginia
 Mrs. Carolyn Stevens, Assistant Director

Model Neighborhoods, Richmond, Virginia
 Mr. Charles Howell, Director

National Association of Social Workers, Washington, D.C.
 Mr. Glenn Allison, Director of Washington Office

Norfolk Jewish Community Center, Norfolk, Virginia
 Mr. George Korobkin, Executive Director

Norfolk Social Service Bureau, Norfolk, Virginia
 Mr. Paul Canady, Director of Public Welfare
 Mrs. Alvaretta Register, Social Service Bureau Superintendent

Northern Virginia Family Service, Falls Church, Virginia
 Mr. Sidney Berman, Director

Peninsula Family Service and Traveler's Aid, Newport News, Virginia
 Mr. Edward Cotten, Director

Peninsula Mental Health Center, Newport News, Virginia
 Dr. T. J. Lassen, Director

Pinecrest School for Boys, Bon Air, Virginia
 Mr. Donald Sutton, Superintendent

Powhatan Child Study Center, Powhatan, Virginia
 Dr. R. L. Welch, Project Director
 Dr. Nancy Fallen, Administrator

Reception and Diagnostic Center, Bon Air, Virginia
 Mr. Clyde A. Laushey, Jr., Director

Richmond Area Community Council, Richmond, Virginia
 Mr. Charles Fleming, Director

Richmond Area Psychiatric Clinic, Richmond, Virginia
 Dr. Eugene Makarowsky, Director
 Mrs. June Weaver, Chief Psychiatric Social Worker

Richmond Community Action Program, Richmond, Virginia
 Mr. John Chiles, Executive Director

Richmond Department of Public Health, Richmond, Virginia
 Dr. Freeman Hays, Director
 Mrs. Eve Lodge, Superintendent, Medical Social Work
 Richmond Public Schools, Department of Social Services,
 Richmond, Virginia
 Dr. James Tyler, Executive Director
 Mr. Toy Watson, Supervisor
 Mrs. Jean Rula, Supervisor of Rehabilitation Service
 Richmond Redevelopment and Housing Authority, Richmond, Virginia
 Mr. Frederick A. Fay, Executive Director
 Richmond Social Service Bureau, Department of Public Welfare,
 Richmond, Virginia
 Mr. Herbert G. Ross, Director
 Miss Ann Emmons, Supervisor, Family and Children's Services
 Richmond Urban League, Richmond, Virginia
 Mr. Randolph Kendall, Executive Director
 Social Service Administration, Washington, D. C.
 (Department of Human Resources)
 Dr. Oscar Kurtz, Director
 South County Mental Health Center, Springfield, Virginia
 Dr. David P. Gormley, Director
 Mrs. Shirley Costello, Chief Social Worker
 St. Elizabeth's Hospital, Washington, D. C.
 Miss Blanche Parcell, Director of Social Services
 Mr. John Trueba, Training Administrator
 Tidewater Mental Health Clinic, Williamsburg, Virginia
 Dr. Ann Stewart, Director
 Mr. Clayton Hudson, Chief Social Worker
 United Givers Fund, Richmond, Virginia
 Mr. Leo Newpol, Director
 University of Virginia Hospital, Charlottesville, Virginia
 Mr. John F. Harlan, Director
 Dr. Miriam Birdwhistell, Director of Department of Social Work
 Veterans Administration Center—Hampton, Hampton, Virginia
 Mr. A. W. Straton, Director
 Mr. Bill Thompson, Chief, Social Work Service
 Veterans Administration Hospital—McGuire, Richmond, Virginia
 Dr. Frank Merker, Executive Director
 Mr. John B. King, Chief, Social Work Service
 Veterans Administration Hospital—Salem, Salem, Virginia
 Dr. Thomas B. Stage, Hospital Director
 Mr. Albert Maness, Chief, Social Work Service

Virginia Commonwealth University, Academic Division, Counseling
Center, Richmond, Virginia
Dr. Osborne Parker, Director

Virginia Commonwealth University, Health Sciences Division,
Department of Psychiatry, Richmond, Virginia
Dr. James Mathis, Director of Department of Psychiatry
Mr. Morton Schumann, Director of Psychiatric Social Work

Virginia Commonwealth University, Student Services, Richmond,
Virginia
Dr. Albert Matthews, Dean

Virginia Department of Health, Richmond, Virginia
(Medicaid Medical Assistance Program)
Dr. Edwin Brown, Director

Virginia Department of Health Bureau of Alcohol Studies and
Rehabilitation, Richmond, Virginia
Dr. Ebbe Hoff, Chairman

Virginia Department of Mental Hygiene, Richmond, Virginia
Dr. William Allerton, Commissioner
Dr. Joseph Bevilacqua, Assistant Commissioner for Community Affairs

Virginia Department of Vocational Rehabilitation, Richmond, Virginia
Mr. Don W. Russell, Commissioner

Virginia Department of Welfare and Institutions, Richmond, Virginia
Mr. Otis Brown, Director
Mr. Herbert A. Krueger, Director of General Welfare
Miss Pauline Wert, Chief, Bureau of Staff Development

Virginia Department of Welfare and Institutions, Division of Youth,
Richmond, Virginia
Mr. Otis Brown, Director
Mr. Carroll R. Minor, Director, Division of Youth Services
Mr. William E. Weddington, Chief, Bureau of Juvenile Probation &
Detention

Virginia Treatment Center for Children, Richmond, Virginia
Dr. Walter Draper, Director
Mr. Harold Batchelder, Director of Psychiatric Social Work

Westbrook Psychiatric Hospital, Richmond, Virginia
(Adolescent Program)
Dr. John Saunders, Medical Director
Dr. Gilbert Silverman, Director of Adolescent Program

William Byrd Community House, Richmond, Virginia
Mr. J. C. McWilliams, Director

INSTITUTE AND WORKSHOP PROGRAM

Dr. George T. Kalif, Director of Institutes and Workshops—Continuing Education

Mrs. Lucie Jenkins Johnson, Assistant Director of Institutions and Workshops—Continuing Education

The school offers a variety of lectures, institutes, and workshops as part of its commitment to contribute to the enhancement of social work practice and to the broadening of educational opportunities for students, social workers, and field instructors. In addition to available University funds, grants to the school from the National Institute of Mental Health, the Office of Education (Title I of the Higher Education Act of 1965), the Gerontology Planning Section of the Virginia Division of State Planning and Community Affairs, and the Council on Criminal Justice of the Virginia Division of Justice and Crime Prevention provided financing for the program for 1970-71.

Institutes and workshops scheduled for 1971-72 are:

THE AGENCY WITHIN THE COMMUNITY. Richmond, September

9—October 28. Speakers and leaders: various agency executives.

VOLUNTEERS IN CHILD WELFARE. Richmond, September 13—

October 4. Leader: Mrs. Lucie Jenkins Johnson.

THE BLACK FAMILY. Richmond, October 5—December 7. Leader:

Mrs. Ruby Walker.

THE CHILD AND HIS FAMILY IN CRISIS: WHAT THE SCHOOL

ADMINISTRATOR CAN DO TO HELP. Fredericksburg, October

12, 13. Leaders: Mrs. Lucie Jenkins Johnson, Miss Charlotte Bailey.

THE USE OF GROUP RELATIONSHIPS WITH ADOLESCENTS IN

CHILD CARING INSTITUTIONS. Roanoke, November 3, 4, 5.

Williamsburg, February 23, 24, 25, 1972. Leader: Miss Hazel M.

Osborn.

DEVELOPMENT TASKS OF ADULTHOOD AND METHODS OF

COPING. Goochland, November 8-10; December 13-15, 1971;

January 24-26, 1972. Leader: Mrs. Lucie Jenkins Johnson.

ADOPTIONS. Richmond, November 17-19, 1971. Leader: Mr. Kenneth

Watson.

ALCOHOLISM: APPROACHES TO UNDERSTANDING AND HELP-
ING ALCOHOLIC CLIENTS AND THEIR FAMILIES. Martinsville,
December 1-3, Leader: Miss Betty Jo McLeod.

EFFECTING CHANGE IN SERVICES TO BLACK FAMILIES. Roanoke,
December 8-10, 1971; Norfolk, February 16-18, 1972. Leader: Mrs.
Doris McKelvy.

UNDERSTANDING AND HELPING THE AGING CLIENT. Roanoke,
January 5-7; March 8-10. Mrs. Helen Turner Burr.

COMMUNITY ORGANIZATION FOR SERVICES TO ALCOHOLIC
CLIENTS AND THEIR FAMILIES. Falls Church, January 12-14.
Leader: Miss Betty Jo McLeod.

ROLE OF THE SOCIAL WORKER WITH ADOLESCENTS IN
CHILD CARING INSTITUTIONS. Richmond, January 12-14; Feb-
ruary 15-17. Leader: Mr. Robert Coates.

DEVELOPING SKILLS FOR USE IN FAMILY LIFE EDUCATION.
Lynchburg, February 7-19, Miss Irene Luethge.

TEAMWORK AMONG AGENCIES IN THE RESOLUTION OF
COMMUNITY PROBLEMS: COMMUNITY ORGANIZATION FOR
MENTAL HEALTH. Blacksburg, March 1, 2. Leader: Dr. A. C.
Segal.

HUMAN BEHAVIOR. Falls Church, Roanoke, Richmond, Norfolk,
March 2-3, 16-17, April 13-14; May 11-12. Leader: Mr. Stanley
Cook.

THE PROCESS OF ADMINISTRATION. Abingdon. March 8-10. Leader:
Dr. Edward Carpenter.

POSITIVE PEER CULTURE. Roanoke, March 20-22; April 10-12.
Leader: Mr. Harry Vorrath.

ROLE OF THE SOCIAL WORKER WITH ADOLESCENTS IN
CHILD CARING INSTITUTIONS. Charlottesville, March 27-29;
May 1-3. Leader: Mr. Samuel Fudge.

SERVING LOW-INCOME FAMILIES. Williamsburg, April 18. Leader:
Mrs. Elizabeth W. Garlington.

HELPING ALCOHOLICS AND THEIR FAMILIES. Roanoke, May
17-19. Leader: Miss Betty Jo McLeod.

COUNSELING FAMILIES WITH SEXUAL CONFLICTS. Airlie, War-
renton, May 25-26. Leader: Mrs. Sue Dodson.

SUMMER PROGRAM: 1972

Series I: June 12-16, 1972

Special program featuring 12 authors and their articles in the new NASW Encyclopedia of Social Work.

Eligibility for admission: M.S.W. degree or permission of Director of Institutes and Workshops.

Each institute, two hours daily.

1. ADDICTION. Dr. Harvey W. Feldman, Brandeis University.
2. ADOPTION AND FOSTER CARE. Dr. Alfred Kadushin, University of Wisconsin.
3. AGING. Mrs. Elaine Brody, Philadelphia Geriatric Center.
4. MENTAL HEALTH AND ILLNESS IN CHILDREN. Dr. Donald Brieland, University of Illinois.
5. MILITARY SOCIAL WORK. Dr. Joseph Bevilacqua, Virginia Department of Mental Hygiene and Hospitals; Virginia Commonwealth University.
6. POVERTY AND ORGANIZATIONS OF THE POOR. Dr. David M. Austin, Brandeis University.
7. SERVICES FOR RACIAL AND OTHER MINORITY GROUPS. Dr. John Turner, Case Western Reserve University.
8. SOCIAL ACTION. Dr. Daniel Thursz, University of Maryland.
9. SOCIAL CASEWORK: THE PROBLEM-SOLVING APPROACH. Mrs. Helen Harris Perlman, University of Chicago.
10. SOCIAL GROUP WORK: THE DEVELOPMENTAL APPROACH. Mr. Emanuel Tropp,** Virginia Commonwealth University.
11. SOCIAL WORK AND PUBLIC ASSISTANCE. Dr. Elizabeth McBroom, University of Southern California.
12. SOCIALIZATION AND INTER-PERSONAL CHANGE. Dr. Catherine S. Chilman, University of Chicago.

Series II: June 19-30, 1972*

13. CLIENT ADVOCACY. Dr. Bernard Scotch.**

14. FOSTER FAMILY CARE. Mrs. Doris McKelvy, Assistant Director, Louise Wise Services, New York City. One week, June 26-30, four hours daily.
20. GROUP METHODS FOR CASEWORKERS. Mr. Emanuel Tropp.**
41. LAW AND SOCIAL WORK. Mr. Newton Pacht, Howard University. One week, June 19-23, 1972, four hours daily.
42. SCHOOL SOCIAL WORK. Mrs. Alice Barber.**
45. SOCIAL WORK IN THE HEALTH CARE FIELD. Mrs. Anne Montague.**
22. UNDERSTANDING AND HELPING DEPRIVED PEOPLE. Mrs. Margaret Foley.**
43. YOUTH, THE COUNTER CULTURE, AND THE SOCIAL WORKER. Dr. Lionel Lane.**

Series III: July 10-21, 1972*

64. ADOPTIONS: ISSUES AND OPPORTUNITIES. Mr. Kenneth W. Watson, Director of Foster Care and Adoptions, Chicago Child Care Society, Chicago, Illinois. One week, July 10-14, four hours daily.
21. COMMUNITY ORGANIZATION, COMMUNITY DEVELOPMENT, AND SOCIAL ACTION. Dr. Bernard Scotch.**
63. DRUGS AND DELINQUENCY: PROBLEMS AND WAYS OF HELPING. Dr. Burt Shachter, Coordinator of Casework and Associate Professor, New York University. Two weeks, July 10-21, four hours daily.
47. HELPING THE FAMILY AS A WHOLE. Mrs. Elaine Rothenberg.**
46. HELPING PEOPLE IN RURAL AREAS. Mrs. Alice Barber.**
31. SOCIAL CASEWORK PRACTICE. Dr. Lionel Lane.**
61. SUPERVISION. Dr. Dojelo Russell.**

*Each institute two hours daily unless otherwise indicated.

**Indicates faculty member, School of Social Work, Virginia Commonwealth University.

COOPERATIVE PROGRAM WITH PRESBYTERIAN SCHOOL OF CHRISTIAN EDUCATION

In this program limited to three students, the first year of study is to be completed at P.S.C.E. and the second year of study at the graduate school of social work to meet the requirements for the degree of Master of Arts in Christian Education. A summer field education program arranged by P.S.C.E. for this degree must be completed. The decision as to whether the student will attend P.S.C.E. summer school or be assigned a field education program will be determined on an individual basis. The student may continue to live in the P.S.C.F. dormitory for the year he is attending the school of social work.

The student may spend an additional year at the School of Social Work and meet the requirements necessary for the Master of Social Work degree.

Application for admission must be made to each institution separately. Those interested should write both to the Director of Admissions, School of Social Work, Virginia Commonwealth University, Academic Center, Richmond, Virginia 23220 and to the Dean, Presbyterian School of Christian Education, 1305 Palmyra Avenue, Richmond, Virginia 23227.

MAJOR EDUCATIONAL SCHOOLS WITHIN VIRGINIA COMMONWEALTH UNIVERSITY

The School of the Arts
School of Arts and Sciences
School of Business
School of Community Services*
School of Education
Curriculum in Engineering
School of Engineering Technology
School of Social Work

ACADEMIC DIVISION

HEALTH SCIENCES DIVISION

School of Medicine
School of Dentistry
School of Pharmacy
School of Nursing
School of Graduate Studies
School of Allied Health Professions

*There is an undergraduate program in social welfare within the School of Community Services.

A general bulletin, containing information of interest to prospective undergraduate students for the Academic Division, is available upon request from: Director of Admissions, Virginia Commonwealth University, Academic Center, Richmond, Virginia 23220.

Graduate bulletins (Academic Division) are available upon request from the various schools at Virginia Commonwealth University, Academic Center, Richmond, Virginia 23220.

The rehabilitation counseling bulletin (Academic Division) is available upon request from: Chairman, Department of Rehabilitation Counseling, School of Community Services, Virginia Commonwealth University, Academic Center, Richmond, Virginia 23220.

A general bulletin, as well as separate bulletins of the individual schools, are available from the Health Sciences Division. Requests should be made to: Dean of Admissions and Records, Medical College of Virginia, Virginia Commonwealth University, Health Sciences Center, Box 163, Richmond, Virginia 23219.

Key to the Academic Center

- 1 Mosque
- 2 Art Studios—913 Floyd Ave.
- 3 To Classrooms—Floyd Ave. and Morris St.
Convent—English Department
Catholic School—English Department
Cathedral High School—School of Education
- 4 James Branch Cabell Library
- 5 Science Building
- 6 Physical Plant—824 Park Ave.
- 7 Chaikley House—828 Park Ave.
- 8 Hibbs Building and Cafeteria—900 Park Ave.
- 9 Student Organization Building—912 Park Ave.
- 10 School of Education, English Department—914 Park Ave.
- 11 & 12 School of Education—918-20 Park Ave.
- 13 Music Studios—924 Park Ave.
- 14 History and Political Science—926 Park Ave.
- 15 Dormitory—928 Park Ave.
- 16 Faculty Offices—930 Park Ave.
- 17 Temple—Gaslight Theater and Cafeteria
- 18 Shafer Street Playhouse and Crafts Department
- 19 Anderson Gallery—School of the Arts
- 20 Theresa Pollak Building—School of the Arts
- 21 Margaret L. Johnson Hall—801 W. Franklin St.
- 22 Gymnasium Building and Classrooms—817-19 W. Franklin St.
- 23 Ritter-Hickok—821 W. Franklin St.
- 24 Crafts Department
- 25 Founders' Hall—827 W. Franklin St.
- 26 Administration Building, Academic Center, 901 W. Franklin St.
- 27 Dormitory—809 W. Franklin St.
- 28 Anderson House—813 W. Franklin St.
- 29 Student Services, Housing, Financial Aid—915 W. Franklin St.
- 30 & 31 Music Department—917-19 W. Franklin St.
- 32 & 33 Scherer Hall—923 W. Franklin St.
- 34 Raleigh Building—Social Work and Occupational Therapy
- 35 Rhoads Hall—710-16 W. Franklin St.
- 36 Psychology Department—800 W. Franklin St.
- 37 Dormitory—806 W. Franklin St.
- 38 Dormitory—808 W. Franklin St.
- 39 Psychology Department Offices—810 W. Franklin St.
- 40 Franklin Terrace—Community Services and School of the Arts
- 41 Community Services—916 W. Franklin St.
- 42 Sociology Department—820 W. Franklin St.
- 43 Philosophy and Religious Studies—826 W. Franklin St.
- 44 University Relations, Development—828 W. Franklin St.
- 45 VCU Administrative Offices—910 W. Franklin St.
- 46 Student Center—916 W. Franklin St.
- 47 VCU Police Department—918 W. Franklin St.
- 48 Admissions and University Services—920 W. Franklin St.
- 49 Sculpture Studio
- 50 Art History—922 W. Franklin St.
- 51 Meredith House—1014 W. Franklin St.
- 52 Learning Resources Center, School of Education—1617 Monument Ave.
- 53 Sculpture Studio
- 54 Lafayette Hall—312 N. Shafer St.
- 55 Physical Plant Warehouse and Shops—6 S. Linden St.
- 56 School of Business—1000 W. Main St.
- 57 Psychology Department—711-13 W. Main St.



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